DOCUMENT RESUME

ED 430 767 RC 021 998

AUTHOR	Brownell, Carol, Ed.; Libby, Joan
TITLE	New York City's Small Public Schools: Opportunities for Achievement.
INSTITUTION	New York Networks for School Renewal, NY.
SPONS AGENCY	Annenberg Foundation, St. Davids, PA.
PUB DATE	1999-00-00
NOTE	24p.; Other funding by the New York City Board of Education; Time Warner, Inc.; Aaron Diamond Foundation; Charles Hayden Foundation; Ford Foundation; The Chase Manhattan Foundation; Carnegie Corporation of New York; Stella and Charles Guttman Foundation; Viacom, Inc.; and Nippon Steel U.S.A., Inc. Photographs and map may not reproduce adequately.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Diversity (Student); Educational Change; Educational Environment; Educational Practices; Elementary Secondary Education; *Outcomes of Education; Parent Participation; Participative Decision Making; Partnerships in Education; Public Schools; *School Community Relationship; *Small Schools; *Urban Schools
IDENTIFIERS	*New York City Board of Education; *New York Networks for School Renewal; Reform Efforts

ABSTRACT

In 1994, four New York City school reform organizations joined to form the New York Networks for School Renewal (NYNSR) and received the first Annenberg Challenge urban grant. NYNSR goals are to expand the number of small, excellent public schools in New York City neighborhoods, particularly those with few educational options; encourage the spread of practices that help students succeed; build supportive small school networks; and advocate for increased school autonomy. Whether as new schools or as large schools redesigned into small units, small scale has been the key. NYNSR schools average 300 students. Many schools utilize service learning and internships, and all have partnerships with local organizations and universities to connect students to the responsibilities of citizenship and work. Because of their own distinct approaches, NYNSR schools are often compared to charter schools. Examples are given of NYNSR schools focusing on global studies, the arts, inclusive programs, limited English speaking immigrants, environmental action, and family needs. Starting with 80 small schools as models, NYNSR now includes 140 small public schools serving more than 50,000 city students. These schools include more African-American, Latino, and poor students than other public schools. Attendance is up, parent satisfaction is high, graduation rates exceed city averages, and the dropout rate is less than one-half that of large schools. Contains a map showing school locations; addresses, phone, and fax numbers of NYNSR schools; a list of NYNSR school networks; brief descriptions of sponsoring partners; consultative council members; a fact sheet; photographs; and a list of other NYNSR publications. (TD)

ED 430 767

New York City's Small Public Schools: Opportunities for Achievement

NEW YORK NETWORKS FOR SCHOOL RENEWAL

AN ANNENBERG CHALLENGE FOR NEW YORK CITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Lucille Renwick
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC021998

BEST COPY AVAILABLE

Project Partners:

Rudolph W. Giuliani
Mayor of the City of New York

William C. Thompson, Jr.
President, NYC Board of Education

Rudolph F. Crew
Schools Chancellor

Randi Weingarten
President, United Federation of Teachers

ACORN (NY Association of Community Organizations for Reform Now)
Gwendolyn Jacobs, President, NY ACORN Executive Board
Bertha Lewis, Head Organizer, Brooklyn ACORN

Center for Collaborative Education
Priscilla Ellington/Heather Lewis
Co-Executive Directors

Center for Educational Innovation
Sy Fliegel, President
Cole Genn, Annenberg Senior Fellow

New Visions for Public Schools
Beth J. Lief, President & CEO
Arthur Foresta, Vice President

CONSULTATIVE COUNCIL CO-CHAIRS
Eduardo LaGuerre, Executive Director
Neighborhood Association for Inter-Cultural Affairs
David Seinfeld, Principal
Robert F. Kennedy Community High School

NYNSR Director
Lucille Renwick

The Annenberg Challenge

In 1993, former Ambassador Walter F. Annenberg committed $500 million to revitalize the nation's public schools. Matched by other private and public investments, the Annenberg Challenge represents the largest monetary gift to public education in U.S. history. Challenge funds support 18 reform efforts in more than 30 states, serving nearly 1.5 million students in more than 2,300 participating schools, including a number of charter schools.

BEST COPY AVAILABLE

"It empowers a community to know they are making decisions for the education of the children. They don't feel powerless anymore." Susan Rappaport, Director, Manhattan School for Children

Small Public Schools and Student Success

Excellent small public schools are changing the way our children are learning.

Leading the effort to bring high quality schools to communities across the city is New York Network for School Renewal (NYNSR). NYNSR's successes are seen in more and more communities throughout the city and are helping to propell the revitalization of public education.

Starting with 80 small schools as models, NYNSR designed and developed 60 additional new schools and programs in just three years. NYNSR now includes 140 small public schools serving more than 50,000 city students. These schools include more African-American, Latino, and poor students than other public schools. At NYNSR schools, which average 300 students, attendance is up and parent satisfaction is high.

Graduation rates in NYNSR's small academic high schools far exceed city averages, and the dropout rate is less than one-half that of large schools. A New York University study has shown these factors also mean they cost less per graduate than larger high schools. In these small schools teachers, parents and children get to know each other. Youngsters know they're key members of the school community; they feel safe and ready to learn.

NYNSR schools offer parents and children the power of choice, opening educational options for families from Far Rockaway to the South Bronx, from Chinatown to Washington Heights. They present creative and flexible programs. Many NYNSR schools are designed around themes such as global studies, performing and visual arts, and the natural world. Many schools bring community service and learning together. All have partnerships with local organizations, universities, and cultural organizations to connect students to the responsibilities of citizenship and work. Regardless of individual approach, all these schools aim to meet or exceed rising city and state standards.

The NYNSR project is part of the national $500 million Annenberg Challenge to revitalize public education across the United States. In December 1994, four experienced New York City school reform organizations came together to form NYNSR and received the first Annenberg Challenge urban grant of $25 million. The sponsors -- ACORN (the Association of Community Organizations for Reform Now), the Center for Collaborative Education (CCE), the Center for Educational Innovation (CEI), and New Visions for Public Schools (New Visions) -- created a potent collaboration. They shared a mission to expand the number of small, excellent public schools that raise standards and meet the educational needs of New York's diverse communities. While there are many fine schools in New York City, NYNSR has shown that small personal learning environments serve many city students best.

Numerous private contributors, including foundations and corporations, responded to the goals of this public-private effort and matched the Annenberg Challenge grant. NYNSR's important public partners are the City of New York, the New York City Board of Education, the Schools Chancellor, and the United Federation of Teachers.

As small excellent schools have taken root, the demand for more grows. The Board of Education now has an Office of New School Development to plan and create additional small innovative schools using a process based on NYNSR's creation of small learning communities. In bringing together partners outside and inside the school system, and in their own distinct approaches, NYNSR schools are often called "charter-like"; they represent the diversity and excellence in teaching and learning New York State's charter legislation aims to encourage. In fact, five NYNSR schools were the first invited by Chancellor Rudy Crew to explore conversion to charter status, citing their "proven instructional and managerial track record and a history of entrepreneurial success."

NYNSR'S SCHOOLS
Students Succeed in Small Personal Schools

The small schools affiliated with NYNSR offer diverse choices within the public school system. While each school has an individual approach to teaching and learning, NYNSR schools share a commitment to excellence and parent and community involvement. Small scale is key to making these possible. To achieve a more personal learning environment, NYNSR schools have been planned as small places from the start, either as brand new schools or by redesigning a large school into small units. These schools demonstrate that many routes lead to excellence. A small high school in Manhattan's Chelsea community and a "restructured" middle school in Bensonhurst, Brooklyn, illustrate how small schools get results.

Humanities Preparatory Academy in Chelsea, an academically challenging high school of some 175 students, calls itself the " personalized solution" to education, and it is. This small school realizes big ambitions. Standards and expectations are high. Yet, its intimate size ensures that no one falls through the cracks.

Scale and its impact on student learning also drove the founders of the Christa McAuliffe Educational Complex in Bensonhurst to transform a large brick intermediate school of 1000 students into three smaller semi-independent academies with 350 students each within the same building. Because the academies are small and personal, teachers find the best ways to reach each and every child. The teachers bring together various subject areas in classes, such as showing students how learning history can be used to study cultures, art, literature or advances in technology. As one faculty member says, "The teachers have an impact on the planning of the academy."

The manageable scale at Humanities Prep allows flexible and individual solutions to student needs. For example, a student who lives and breathes dance is able to fulfill gym requirements by training with the Joffrey Ballet every afternoon. Others get a taste of life on a college campus by auditing classes at Hofstra University. The school relies on an advisory system to help students through academic and personal challenges. Two college counselors help juniors and seniors reach their college goals. The record speaks for itself: 92 percent of the 1998 graduating class were admitted to college, most to four-year institutions. To gauge how students are mastering their school work, Prep emphasizes in-depth student projects and portfolios. Moreover, in reading, writing and math scores on standardized tests, Prep students consistently exceed citywide averages.

The school reaches out to formerly truant students, to academically motivated youngsters and to many in between. One teenager who arrived at Prep as a struggling special education student emerged in senior year as the head of the class and is now attending college. The school's small classes – averaging no more than 20 – and individualized attention keep all its students engaged. Small size and scheduling flexibility enables the give and take that characterizes the school.

An enhanced role for teachers is a small-school trademark. Teachers and leadership go hand-in-glove at Humanities Prep. As the principal explains, "People really want to work here. They make the program happen." They may lead seminars or after school and Saturday workshops. They help place students in meaningful internships, guide them through independent research projects, offer courses in Shakespeare, urban studies and more.

BEST COPY AVAILABLE

The dropout rate in NYNSR's academic high schools is 4.8 percent – less than half the 11.87 percent dropout rate for large high schools.

A Prep student summed up the meaning of the school's approach best. "Despite our many differences, Prep students share one quality that joins us all together. That is our commitment to each other, to our education, to our school, and to ourselves. It is this quality that makes Prep so unique and special."

Christa McAuliffe's designers divided the school into smaller units to accomplish similar aims. Its three academies – Global Communication, Scientific Research, and Arts and Humanities — welcome students of all achievement levels. Whenever possible, the school assigns students to the academy they prefer. These separate, theme-based academies engage a child's expressed interests.

Reflecting the constant influx of new settlers to New York, this Brooklyn school welcomes students from around the world, whose cultures and families enrich the learning community. There's a large number of Asian students from China, Korea and Vietnam. Many students' families originally came from the Caribbean and Latin America, and still others are recently arrived from the Middle East, Pakistan, India, Israel, Russia and Poland.

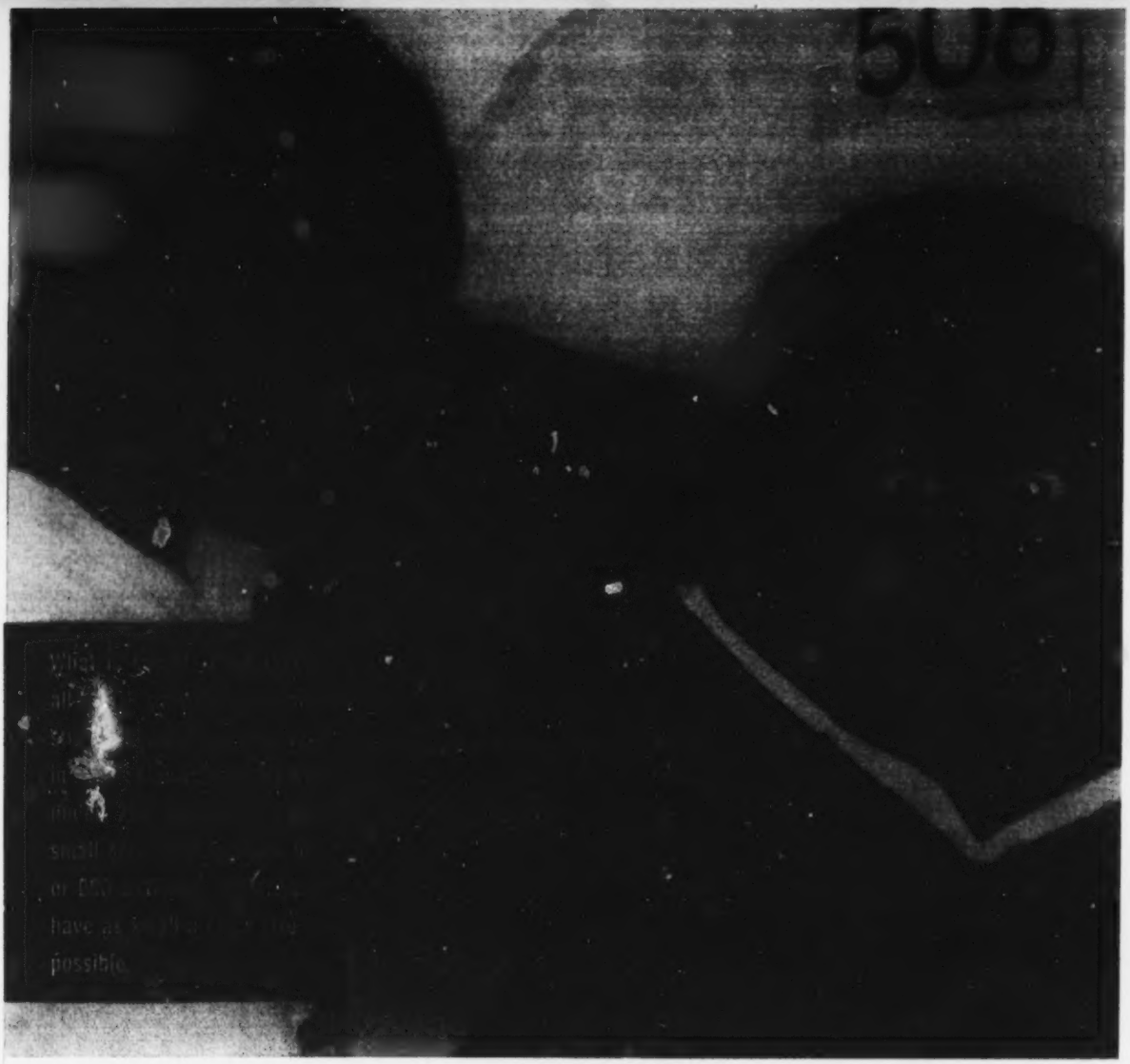
The school links the study of world cultures with the technologies that children will need to succeed in the next century. The senior theme, "World Peace Through Understanding," highlights global awareness, the rule of law and the role of international organizations like the United Nations. The school also brings learning to the community level, through its volunteer program, linking students to a nearby senior citizens center and to other organizations that help people in need. The mural-covered hallways and focused classroom discussions clearly indicate that the McAuliffe community is deeply involved in teaching and learning.

"A small school like Humanities Prep is able to reward initiative. We can foster achievement by being able to personally respond to our students."

Vincent Brevetti, Principal, Humanities Prep

A teacher/facilitator leads each McAulliffe academy. Each academy's entire staff collaborates to realize the thematic vision and make decisions. The structure allows creativity and encourages innovation and accountability. Teachers feel free to take initiative because they can get results. The academies offer parents and children interesting choices for the important middle school learning years. Attendance is high, violence nonexistent, and achievement – as measured in reading and math tests – continues to climb. But there's another measure and it's key to learning and long-term success: "Kids walk in with smiles on their faces; they want to be here," says the principal, smiling.

BEST COPY AVAILABLE



NYNSR'S SCHOOLS

Instruction Designed for the School's Unique Community

NYNSR educators transform new instructional ideas into schools that practice them. Educators jump at the opportunity to design and deliver schools that are tailored to fit particular student needs and shaped by community input. There's a unique elementary "inclusion" school in Brooklyn where special needs children are fully integrated into the regular classroom.
In Manhattan, a high school opens the doors of opportunity for New York's newly arrived foreign-born students. The Children's School and Manhattan International High School, like most NYNSR schools, have created a school program that aims to fulfill the learning needs of its own unique community.

The Children's School located in Brooklyn's Park Slope welcomes general and special education students, from PreK to the fifth grade, into the same classrooms where they take advantage of the same enriched curriculum. Begun in 1992, the school's creative approaches and experienced teachers attract families who embrace the "inclusion" concept. They are committed to the idea that diversity improves the lives of their children and participate in the school's daily life to make it a reality.

BEST COPY AVAILABLE

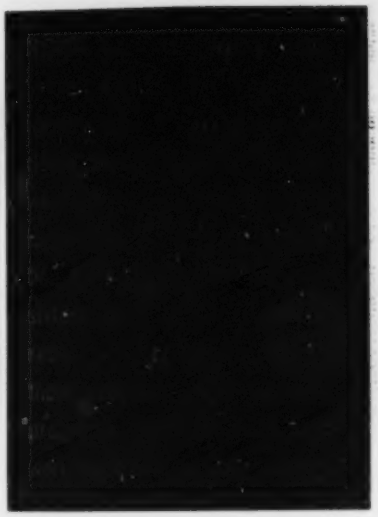
At the Children's School, small classes taught by two teachers and one assistant enhance the theme-based curriculum. A class of 22 includes up to six special needs children. High expectations within each class encourage children to strive, to reach the height of their abilities. Within a mixed classroom, with special services such as physical or speech therapy available as needed, a quiet child with a serious speech problem develops into a confident student. The third-grade science class, full of opportunities to explore and draw conclusions, stimulates the curiosity of an extremely able 10 year old. Her mother comments that including children with special needs "didn't deter" her child's learning and, "made her more sensitive to children with special needs."

"Because a lot is expected of the children, the more you push, the more you get."

Lorraine Boyhan, Principal, The Children's School

The challenge of creating a school that benefits a distinct community of learners is also successfully realized by the Manhattan International High School, one of a NYNSR network of three high schools that serve only immigrant teenagers. Established in 1993, Manhattan International High School teaches 300 students from more than 60 different countries and speaking more than 40 different languages, who have been in the United States less than four years. Learners from Haiti, Vietnam, Poland, Argentina, China, Nigeria and many more nations, mingle in the hallways, working together in school and afterwards. The school's mission is to help prepare these newcomers to be competent in English and to become acclimated to their new culture while learning humanities, mathematics and science. Manhattan International carefully crafts its program to accomplish this task.

First, all the classes are taught in thematically-based clusters such as Civilization, or Systems and Structures that bring information together with written and spoken expression. No separation exists between learning the language and learning subject matter. Groups of three to six teachers in cluster teams work with the same group of 75 students for the entire year. Each teacher specializes in a subject area such as humanities or science, and also is fully qualified to instruct students who are just learning English.



Second, a well-developed internship program with hospitals, architects, designers and organizations throughout the city increases language skills rapidly and helps students forge career opportunities. Students must successfully complete their internships to graduate.

These approaches work: school attendance is well over 90 percent and more than 90 percent of the graduates go on to higher education. Manhattan International fits its community's needs and opens opportunities.

"Bigger is not better...The educational world has come to understand that now, smaller is better."

NYC Board of Education President William C. Thompson, Jr.

Like other NYNSR schools, both The Children's Schools and Manhattan International High School reach out to parents. Manhattan International holds orientation meetings and workshops on health and immigration law for parents. Parents at the Children's School's volunteer in the classroom, the library and in the office. The school's parents association especially looks out for families in need within its school community. They support learning in the classroom and social activities to bring the actuality of "inclusion" home.

BEST COPY AVAILABLE

NYNSR'S SCHOOLS

Decisions By the School, For the School

Shared decision making is a key to the strengths and effectiveness of NYNSR schools. No two schools run quite the same way, but all recognize the advantage of building partnerships to make decisions. Whether the issue involves curriculum, discipline, standards, building space, a sports program, personnel or professional training, decision making is shared with constituencies. NYNSR schools provide many models for schools throughout the system that are fashioning or refining their leadership teams as required by the state and the Chancellor. A look at The Earth School, an elementary school in Manhattan, and The Renaissance School, an unusual Queens school that serves children from kindergarten through grade 12, illustrate collegial decision-making.

Three principles guide both The Earth School's studies and its operation from top to bottom:

Everything must go somewhere;
There is unity in diversity;
All in nature is interdependent.

An ecological institute for elementary students, the school's curriculum promotes environmental awareness through studies of the natural world and the local environment. In 1992, The Earth School emerged from a collaborative vision of four teachers, and its realization remains collaborative.

The Earth School's Lower East Side community thoroughly shares responsibility and the decision-making process.

Today, parents sit at the table as equals making school decisions about health and safety or negotiating for more space. They also serve on personnel committees that interview or hire new staff, and work with building staff overseeing construction and repair projects. They deal with the budget and how the school allocates precious resources. In the words of one parent participant, "I love to be a parent in a school where parents and teachers make decisions together, because the decisions are better!"

Teachers joining The Earth School create and sustain the school's philosophy and practices. They devise lessons inspired by the natural world that engage children and stimulate learning language and literacy skills. The classes incorporate science, math and technology. Calculating, mapping, geography and history are tightly woven into the children's studies. The youngest students explore the neighborhood, make and share their discoveries in songs, pictures and words. Older children tackle increasingly complex topics such as the history of the New York region from 1600 to the present, drawing on New York City's museums to experience the past.

Throughout the school, students explore the four R's: Reduce, Reuse, Recycle and Rethink. The Earth School breathes life

BEST COPY AVAILABLE

into the idea of creating a sustainable environment. As the children make decisions about the materials they use and how they dispose of them, they embody the school's management and theme. Children share recycling work and collaborate on ideas for reducing and reusing at school and at home. The school song, written by the children, clearly expresses the overall philosophy:

We all live on the same great earth
It is our place to grow
We need to treat it with respect
Or we'll have no place to go.

The Renaissance School in Jackson Heights, Queens, also integrates teachers, parents and, at the older grades, students into its decision-making committees and groups. While this kind of collaboration requires constant work, the principal insists that it is "very important to hear many voices and to empower different people at different levels at the school. We have learned that 'in context' development works better than the outside expert model." It is the only K-12 public school in New York City and is explicitly designed to foster the next generation of academic and civic leaders through long-term association with the school's high standards and values of citizenship. Current enrollment is 450.

The Renaissance School handles decision making through three different levels. Classes are organized into two clusters of five to ten teachers. Teachers for each cluster meet up to two hours a week to discuss and plan, solve problems and decide questions about scheduling, curriculum and ordering materials. Parents are welcome to attend one of these meetings a month. A Collaborative School Governance group, which includes one teacher and one parent from each cluster, two high school students, the principal and a representative from all other staff groups, meets monthly to look at the big picture. The third level of governance is the Coordinating Council that meets once a week and deals with school-wide problems such as space and other day-to-day concerns.

"What makes The Earth School unique is the incredible level of parent involvement beyond the ordinary roles." — Parent, The Earth School

At Renaissance there is a strong correlation between participation and achievement: more dialogue is built into decisions, the solutions that emerge are better and people feel the satisfaction of participating. According to one high school student, "My family gradually learned the workings of the school and how to support my studies. I learned the underlying message that school is important and what we do here counts."

BEST COPY AVAILABLE

NYNSR'S SCHOOLS

Strong Partnerships Build Strong Schools

Strong and able partners lend expert support to many NYNSR schools and share the schools' commitment to excellence and student achievement. In designing some new schools, parents have joined as active partners; in others, businesses and non-profit groups have lent a hand. Aware that today's students are New York's leaders for the next century, NYNSR's many partners provide opportunities, program resources and share values for building the future. ACORN Community High School in Crown Heights, Brooklyn, and the Jonas Bronck Clearpool Family School in the Mott Haven area of the Bronx show two partnerships in action.

A few years ago, ACORN Community High School was just a dream shared by some determined parents, who were members of the Association of Community Organizations for Reform Now, abbreviated ACORN. Together they made their dream a reality in 1996. The school offers rigorous academic programs and sets high standards to help its students succeed in further education or in careers, using a rallying cry of "inspiring excellence without exception." In tandem with this academic focus, the members have set social change/justice and community organizing themes for the school. Teachers work to interweave these themes into the class discussions and readings. These themes are further brought to life through ACORN students' and members' campaigns to improve community services — education, recreation, housing, health, crime prevention, etc.

At ACORN high school, an organizer from the ACORN organization works with teachers, students and parents to carry out

"Everyone takes pride in the school and the teachers make it exciting because they all want to be here. Everything about it is special." Julia Garth, parent, ACORN Community High School in Crown Heights

BEST COPY AVAILABLE

"Here the teachers care more about you. They explain things to you." **Juan Diaz, student, ACORN Community High School in Crown Heights**

these issue campaigns that affect the school and the community. One focus is an environmental action campaign involving community residents, students and teachers. Students conduct a neighborhood survey, researching pollution sources such as dry cleaners or refuse dumped in abandoned lots. They examine who has responsibility for addressing these problems and organize to take appropriate actions. The principal says, "ACORN knows how to approach things and helps you get results."

The ACORN partnership galvanizes parent and community support for student achievement and for school programs. Together, the school and the organization, are pushing for the creation of a recre-

ational center where the high school teams can play and where neighborhood residents and their children can shoot hoops too. The organization is also a key supporter of the academic program, the performing and visual arts program and the technology initiative that offers multimedia career exploration.

The school's unswerving focus on excellence demands that students aim high and work hard. The school and community organizing support that ACORN brings, integrates students into the community and the community into the life and achievement of the school. Such a partnership can only succeed.

Jonas Bronck Clearpool Family School, for grades PreK-6, represents a merger of values. The Bronx school, together with Clearpool/SEO (Sponsors for Economic Opportunity), a nonprofit organization, and the Vocational Foundation, Inc., is reversing a record of low achievement to a record of rising achievement for its nearly 600 children. Jonas Bronck's families needed more than just "a little help from their friends," and by partnering with a nonprofit organization specializing in helping children, adolescents and parents, they found just the help they needed.

The "Family" in the long name Jonas Bronck Clearpool Family School is key to the approach for student success. In 1994, Clearpool's collaboration helped create a year-round two-campus school that addresses family needs and promotes family achievement as the basic support for young children. The after-school program that runs until 6 PM provides recreation and more learning to meet the children's academic needs. Parent counseling and an on-site vocational program for parents and family members is helping people gain the skills they need to work. "The program lifts them up. They feel more confident, they have goals," says the on-site Clearpool social worker.

This partnership offers the school a second campus in Carmel, NY, where children and teachers go to extend their knowledge, work on science, art and literature through the opportunities jointly created by the school's staff and Clearpool's educational program. Throughout the year the school's classes prepare for these educational excursions: Clearpool staff come to the school before each trip and follow up the lessons with a return trip. Each summer, the children can spend up to two weeks at the Carmel location, reading, writing, hiking, observing, thinking and raising their level of curiosity.

Though the school ends at sixth grade, the Clearpool partnership stays with the students through high school. Students commit to SEO's (Sponsors for Educational Opportunity) program that offers supplemental classes twice a week, college preparation workshops, campus trips and guidance through the college application process. The extra classes and attention teens receive through mentors and internships, cement their academic gains — fully

BEST COPY AVAILABLE

Student Assessment is Linked to Student Achievement

Measuring how well children are learning their school lessons has never been an easy task. Some children take fact-based tests well, but have difficulty with essay-type tests. Others perform extremely well in class, create outstanding projects, but do less well when it comes to pencil and paper exams. NYNSR's small schools recognize the individuality of each child's learning style and the necessity to gauge student progress regularly and to gear instruction accordingly. Within the context of state and city standards, each school's faculty adopts the curriculum and assessment tools to help their students understand and master their work.

At the KIPP Academy middle school, the faculty measures student achievement primarily through regular testing, using essay and multiple choice tests. In addition, teachers collect student work throughout the year to look at results over a longer period of time and discuss these with students and parents. At Wings Academy high school, in addition to taking Regents Competency exams, seniors must complete seven final projects to graduate. A successful project incorporates research, writing, inquiry, visual aids and an oral presentation in a personal "portfolio." Students must present the project to a panel of teachers and field questions. Wings' principal explains that the portfolio allows young men and women to demonstrate what they know and what they are able to do with regard to subject content, critical thinking and applying their knowledge. "It is the most effective method to prepare adolescents for success in college and beyond," she said.

KIPP (Knowledge Is Power Program) Academy proclaims to its South Bronx middle schoolers that there are no shortcuts to learning. Its doors open at 7:25 AM and school is in session until 5:00 PM. And there's more: its 225 students attend four hours on Saturdays and for three weeks in the summer. Families willingly commit themselves and their children to be involved in 67 percent more classroom time than the national average, and they make the commitment in writing. In addition, all KIPP students have a chance to learn to play a musical instrument.

KIPP's principal says, "Careful planning gets to high achievement. High quality lessons really engage the children, keep them on task and involved in learning." The school emphasizes basic skills along with literacy and the ability to analyze and think things through. Wings' structure guides students through increasingly complicated school work on its way to preparing them to attend college and succeed once there. Ambitious year-long courses ensure that classes read and analyze a wide variety of materials in the humanities, sciences, math and the arts. Course work is aligned with city and state standards.

Wings Academy, a Bronx high school of 380 students, aims high. The school originated from a redesign of a much larger, lower performing high school and serves the same students who would have attended the former school. It welcomes typical city students and exposes them to a challenging academic curriculum over four years. Its students are required to perform community service and to participate in a career internship. These carefully monitored outside activities build a sense of responsibility and develop skills. All students have small advisory classes that offer opportunities for students and teachers to get to know each other well and to ensure that each youngster receives close attention.

While each school favors one kind of assessment over another as right for their students, achievement and success are the school's bottom line. KIPP's concentration of fine-tuned curriculum, focus and a much-longer than average school day is

BEST COPY AVAILABLE

turning below average students into high achieving ones. KIPP was the highest performing middle school in its district as measured by reading scores, math scores, improvement in test scores and attendance. Student attendance stands at 96 percent. Parent attendance at teacher-parent conferences and family nights often reaches an extraordinary 98 percent. In 1997, over 55 percent of the school read above the national average and 89 percent scored higher than the national average in math.

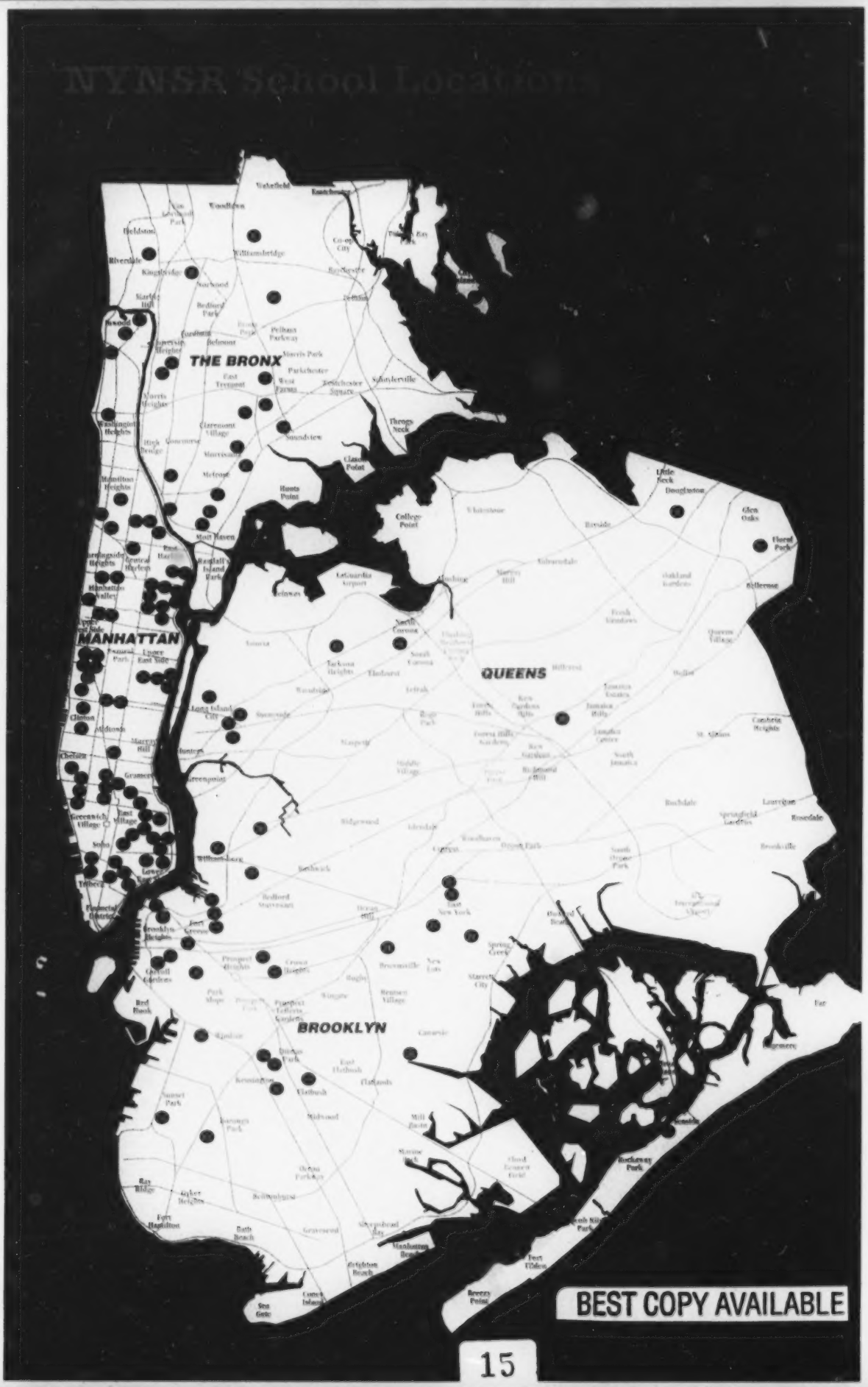
Wings' educational approach demonstrates a similar, hard-won success. In 1994, after one year in the school, 50 percent of Wing's first class succeeded in passing Regents Competency Tests in spite of having entered the school significantly deficient in reading, writing and math skills. As seniors in 1998, more than 90 percent of this class had passed the exams. Students' attendance records were also poor prior to coming to Wings. The school's attendance figures show continuing improvement: from 80.5 percent in 1994, to 85.4 percent in 1998. But perhaps the most inspirational assessment comes from the outside. In a community where too few people aspire to go to college, Wings's students soar — 90 percent of its graduating class was accepted to either a two- or a four-year college.

Wings Academy's instructional success was recognized by Chancellor Rudy Crew who invited Wings to be among the first schools he converts to charter schools.

"Schools have a responsibility not only to educate, but also to develop a system of learning which will serve as a foundation for our democracy." Joan Perez, Principal, Wings Academy

BEST COPY AVAILABLE

NYNSR School Locations



BEST COPY AVAILABLE

Prospective students, parents and the general public are invited to visit NYNSR's small schools. Please contact the school directly, or call the NYNSR Office to arrange a tour: (212) 369-1288.

Many academies and programs contained in a number of these schools are not listed separately.

E = Elementary; M = Middle; H = High. Numbers on the right correspond to locations on map.

The Bronx

Banana Kelly's School of Learning Through Community Building — H 12
991 Longwood Avenue
Phone: 718-842-1379
Fax: 718-842-1299

Bronx Coalition Community School for Technology — H 14
1300 Boynton Avenue
Phone: 718-842-4945
Fax: 718-842-5226

Bronx New School — E 15
3200 Jerome Avenue
Phone: 718-584-8772
Fax: 718-584-8935

Bronx School for Law, Government & Justice — H 6
350 Gerard Ave.
Phone: 718-402-8481
Fax: 212-402-8650

The City Island School — E/M 18
200 City Island Avenue
Phone: 718-885-1093
Fax: 718-885-2315

Fannie Lou Hamer Freedom HS — H 9
1021 Jennings Street
Phone: 718-861-0521
Fax: 718-861-0619

IS 162/Lola Rodriguez de Tio — M 2
600 Saint Anne's Avenue
Phone: 718-292-0880
Fax: 718-292-5735

Jonas Bronck Academy — M 1
Hayden Hall, 4525 Manhattan College Pkwy
Phone: 718-884-6673
Fax: 718-884-6775

Jonas Bronck Clearpool Family School — E 5
165 Brown Place
Phone: 718-292-4502

KIPP Academy at PS 156 — M 4
750 Concourse Village West
Phone: 718-665-3555
Fax: 718-665-6910

The Lab School / PS 315 — E 8
2246 Jerome Avenue
Phone: 718-584-7441
Fax: 718-584-7433

Mott Haven Village School — E 16
c/o PS 30, 510 East 141st Street
Phone: 718-292-7391
Fax: 718-292-8535

New School for Arts & Science — H 10
1025 Morrison Street
Phone: 718-542-1537
Fax: 718-542-7413

Public School 89 — E/M 11
980 Mace Avenue
Phone: 718-653-0835
Fax: 718-231-2863

Richard R. Green Educational Complex/IS 113 — M 13
3710 Barnes Avenue
Phone: 718-653-2130
Fax: 718-547-5377

Schomburg Satellite Academy, Bronx — H 3
1010 Rev. James A. Polite Ave.
Phone: 718-542-2700
Fax: 718-589-3710

University Heights High School — M/H 17
University Avenue & W. 181st Street
Phone: 718-289-5300
Fax: 718-295-7572

Wings Academy — H 7
1122 East 180th Street
Phone: 718-597-1751
Fax: 718-931-8366

Brooklyn

ACORN Community High School in Crown Heights — H 42
561 Grand Avenue
Phone: 718-789-2258
Fax: 718-789-2260

Beginning with Children School — E 22
11 Bartlett Street
Phone: 718-388-8847
Fax: 718-388-8936

Benjamin Banneker Academy for Community Development — M/H 19
77 Clinton Avenue
Phone: 718-797-3702
Fax: 718-797-3862

Bridges to Brooklyn — M/H 25
350 Coney Island Avenue
Phone: 718-853-6184
Fax: 718-853-6356

Brooklyn College Academy — M/H 24
2900 Bedford Avenue, Rm. 1311 James Hall
Phone: 718-951-5941
Fax: 718-951-4441

The Brooklyn International High School — H 21
49 Flatbush Avenue Extension
Phone: 718-643-9315
Fax: 718-643-9516

Brooklyn New School — E 30
330 18th Street
Phone: 718-330-9288
Fax: 718-965-9576

Brooklyn School for Global Studies — M/H 33
284 Baltic Street
Phone: 718-694-9741
Fax: 718-694-9745

Business Leadership Institute at South Shore HS (BLISS) — H 20
6565 Flatlands Avenue
Phone: 718-531-4454
Fax: 718-251-0248

Chaney, Goodman and Schwerner Leadership Academy — H 28
850 Grand Street, Rm. 205
Phone: 718-218-8186
Fax: 718-218-8521

The Children's School — E 26
512 Carroll Street
Phone: 718-624-5271
Fax: 718-522-1879

Christa McAuliffe Educational Complex — M 43
1171 65th Street
Phone: 718-236-3394
Fax: 718-236-3638

The Clinton Hill Elementary School/PS 20 — E 29
225 Adelphi Street
Phone: 718-834-6744
Fax: 718-243-0712

Cypress Hills Community School — E 35
350 Linwood Street
Phone: 718-277-5044
Fax: 718-277-5051

Ditmas Educational Complex — M 36
700 Cortelyou Road
Phone: 718-941-5450
Fax: 718-693-7433

El Puente Academy for Peace and Justice — H 40
211 South 4th Street
Phone: 718-599-2895
Fax: 718-599-3087 or 387-6816

The Essence School / IS 311K — M 23
800 Van Siclen Avenue
Phone: 718-272-8371
Fax: 718-272-8372

High School Redirection — H 44
226 Bristol Street
Phone: 718-498-2605
Fax: 718-345-8069

Luis Munoz Marin Elementary School — E 41
330 59th Street
Phone: 718-492-0087
Fax: 718-492-9431

Metropolitan Corporate Academy — H 39
362 Shermerhorn Street, Room 310
Phone: 718-935-5911
Fax: 718-935-2783

Middle College HS at Medgar Evers — H 38
402 Eastern Parkway
Phone: 718-773-7765
Fax: 718-773-7849

New Program at PS 261 — E 34
314 Pacific Street
Phone: 718-330-9275
Fax: 718-260-9022

Public School 46 — E 32
100 Clermont Avenue
Phone: 718-834-7694/95
Fax: 718-243-0726

Public School 139 — E 31
330 Rugby Road
Phone: 718-282-5254
Fax: 718-282-6125

Rafael A. Cordero/IS 302 — M 27
350 Linwood Street
Phone: 718-647-9500
Fax: 718-827-3294

Science Skills Center for Science, Technology and the Arts — H 37
49 Flatbush Avenue Extension
Phone: 718-243-9413
Fax: 718-243-9399

Thomas Jefferson High School — H 45
400 Pennsylvania Avenue
Phone: 718-345-1801
Fax: 718-345-2014

Manhattan

21st Century Academy for Community Leadership — E 118
4111 Broadway
Phone: 212-927-7856
Fax: 212-740-0905

Academy of Environmental Science — M/H 59
410 East 100th Street
Phone: 212-860-5979
Fax: 212-987-0279

Adam Clayton Powell, Jr. Study Center for Law and Peace — M 114
509 West 129th Street
Phone: 212-690-5977
Fax: 212-690-5980

Adolph S. Ochs Elementary School at PS 111 — E 112
440 West 53rd Street
Phone: 212-582-7420
Fax: 212-245-7236

Alfred E. Smith Elementary School at PS 1 — E 110
8 Henry Street
Phone: 212-267-4133
Fax: 212-267-4469

Anthony Corleare JHS — M 108
220 Henry Street
Phone: 212-962-7205
Fax: 212-566-8032

Ballet Tech — M/H 107
890 Broadway
Phone: 212-777-7330
Fax: 212-353-0936

The Beacon High School — H 104
227-243 West 61st Street
Phone: 212-245-2807
Fax: 212-245-2179

Bread and Roses Integrated Arts HS — H 105
6 Edgecomb Avenue
Phone: 212-926-4152
Fax: 212-926-4317

Cascades Learning Center HS — H 101
62 Mott Street, Room 409
Phone: 212-343-1833
Fax: 212-343-9311

Center School — M 96
270 West 70th Street
Phone: 212-678-2791
Fax: 212-579-9728

Central Park East I — E 91
1573 Madison Avenue
Phone: 212-860-5871
Fax: 212-876-3494

Central Park East II — E 89
19 East 103rd Street
Phone: 212-860-5992

Central Park East Secondary School — M/H 87
1573 Madison Avenue
Phone: 212-860-8935
Fax: 212-876-3494

The Chelsea School/ PS 33 — E 106
281 Ninth Avenue
Phone: 212-244-6426
Fax: 212-629-6893

Coalition School for Social Change — H 85
220 West 58th Street
Phone: 212-247-3651
Fax: 212-247-5467

Columbus Academy — M 84
100 West 77th Street, Room 304
Phone: 212-678-2923
Fax: 212-721-9269

Community Action School — M 83
154 West 93rd Street
Phone: 212-678-5888
Fax: 212-961-1613

Community Service Academy — M 109
4600 Broadway
Phone: 212-567-2589
Fax: 212-567-2974

Computer School — M 92
100 West 77th Street
Phone: 212-678-2785/2968
Fax: 212-678-2836

Crossroads School — M 79
234 West 109th Street
Phone: 212-678-5850
Fax: 212-866-1812

Early Childhood Center — E 76
334 Greenwich Street
Phone: 212-732-4392
Fax: 212-766-5895

Earth School — E 74
600 East 6th Street
Phone: 212-979-3396
Fax: 212-979-3391

East Side Community School — M/H 69
420 East 12th Street
Phone: 212-460-8467
Fax: 212-260-9657

Elias Howe School/PS 51 — E/M 68
520 West 45th Street
Phone: 212-757-3067
Fax: 212-582-8861

Ella Baker School — E 75
317 East 67th Street, Room 227
Phone: 212-717-8809
Fax: 212-570-5366

Emily Dickinson School and West Side Academy — E 72
735 West End Avenue
Phone: 212-866-5400
Fax: 212-678-2878

The Family Academy — E 111
220 West 121st Street
Phone: 212-678-2869
Fax: 212-749-1581

Fred R. Moore Elementary School — E 67
2121 Fifth Avenue
Phone: 212-690-5936
Fax: 212-690-5939

Frederick Douglass Academy — M/H 60
2581 Adam Clayton Powell Blvd.
Phone: 212-491-4107
Fax: 212-491-4414

Harbor Academy for Science & the Arts — E 56
1 East 104th Street
Phone: 212-427-2244
Fax: 212-289-0218

Humanities Prep — H 57
351 West 18th Street
Phone: 212-929-4433
Fax: 212-929-4445

Institute for Collaborative Education — M/H 58
345 East 15th Street
Phone: 212-475-7972
Fax: 212-475-0459

Isaac Newton School for Math & Science — M 61
East 116th Street & FDR Drive
Phone: 212-860-6006
Fax: 212-348-1167

Isidor Strauss/PS 198 — E 116
1700 Third Avenue
Phone: 212-289-3702
Fax: 212-410-1732

Jacob A. Riis Elementary School — E 63
80 Catherine Street
Phone: 212-962-2188
Fax: 212-385-0348

John V. Lindsay Wildcat Academy — H 66
161 Hudson Street
Phone: 212-219-9700
Fax: 212-941-5793

Julia de Burgos School — M 62
410 East 100th Street
Phone: 212-860-6025
Fax: 212-876-5359

Landmark High School — H 64
220 West 58th Street
Phone: 212-247-3414
Fax: 212-247-3602

The Leadership School — H 113
c/o IS 22, 111 Columbia Street
Phone: 212-254-6879
Fax: 212-254-8123

Legacy School for Integrated Studies — M/H 65
34 West 14th Street
Phone: 212-645-1980
Fax: 212-645-2596

Lower East Side School — E 80
333 East Fourth Street
Phone: 212-982-0966
Fax: 212-260-4012

Manhattan East School — M 70
410 East 100th Street
Phone: 212-860-5854
Fax: 212-876-5359

Manhattan International HS — H 71
317 East 67th Street
Phone: 212-517-6728
Fax: 212-517-7147

Manhattan School for Children — E 82
234 West 109th Street
Phone: 212-678-5856
Fax: 212-678-5856

Manhattan Village Academy — H 73
43 West 22nd Street
Phone: 212-242-8752
Fax: 212-242-7630

Muscota New School — E 77
4812 Broadway
Phone: 212-569-0417
Fax: 212-569-7765

Neighborhood School — E 78
121 East Third Street
Phone: 212-387-0195
Fax: 212-387-0198

The New York City Museum School — M/H 115
333 West 17th Street
Phone: 212-675-6206/6503
Fax: 212-675-6524

New York Settlement School — M 81
442 East Houston Street, Room 424
Phone: 212-674-9120
Fax: 212-677-9185
Attn: NY Settlement School

Public School Repertory Company — H 86
123 West 43rd Street
Phone: 212-382-1875
Fax: 212-382-2306

REACH Community School — E/M 88
113 East 13th Street, Genesis Apts.
Phone: 212-979-0244
Fax: 212-979-6225

River East, E 90
116th & FDR Drive
Phone: 212-860-6033
Fax: 212-860-7054

Roberto Clemente School/IS 195 — M 93
625 West 133rd Street
Phone: 212-690-5848
Fax: 212-690-5999

Satellite Academy, Chambers — H 94
51 Chambers Street
Phone: 212-347-1410
Fax: 212-964-5587

Satellite Academy, Forsythe — H 95
198 Forsythe Street, Room 210
Phone: 212-677-8900
Fax: 212-260-3063

School for Academic & Athletic Excellence — M 97
154 West 93rd Street, 6th Floor
Phone: 212-678-5831
Fax: 212-678-5831

School for the Physical City — M/H 98
55 East 25th Street
Phone: 212-683-7440
Fax: 212-683-7338

School of the Future — M 99
127 East 22nd Street
Phone: 212-475-8086
Fax: 212-475-9273

Science School — M 100
100 West 77th Street
Phone: 212-678-2816
Fax: 212-721-9267

Shuang Wen Academy — E/M 102
293 East Broadway (at PS 134)
Phone: 212-683-2522
Fax: 212-683-2695

Special Music School of America — E 103
129 West 67th Street
Phone: 212-501-3318
Fax: 212-501-3339

Thurgood Marshall Academy for Learning and Social Change — M/H 119
6 Edgecomb Avenue
Phone: 212-283-8055
Fax: 212-283-8109

Urban Academy — H 120
317 East 67th Street, Room 201
Phone: 212-570-5284
Fax: 212-570-5366

Vanguard HS — H 121
317 East 67th Street, Room 401
Phone: 212-517-5175
Fax: 212-517-5334

W. Haywood Burns School/PS 176 — E/M 122
4862 Broadway
Phone: 212-569-0290
Fax: 212-795-9611

The William T. Harris School at PS 11 — E 117
320 West 21st Street
Phone: 212-929-1743
Fax: 212-989-7816

Queens

Academy of American Studies — H 53
28-01 41st Avenue
Long Island City
Phone: 718-361-8786
Fax: 718-361-8832

Active Learning Prep School (ALPS)at JHS 180 — M 55
320 Beach 104 Street
Rockaway Beach
Phone: 718-634-1555
Fax: 718-634-1554

Community Center School at PS 14 — E 46
107-01 Otis Avenue
Corona
Phone: 718-699-6071, ext. 107
Fax: 718-699-3224

The David Porter School — E 51
41-77 Little Neck Parkway
Little Neck
Phone: 718-423-8491
Fax: 718-423-8531

International HS at LaGuardia Community College — H 54
31-10 Thomson Avenue, Room MB52
Long Island City
Phone: 718-482-5455
Fax: 718-392-6904

Irwin M. Altman Middle School — M 47
81-14 257th Street
Floral Park
Phone: 718-831-4000
Fax: 718-831-4008

Middle College HS at LaGuardia Community College — H 52
31-10 Thomson Avenue, Room L101
Long Island City
Phone: 718-349-4000
Fax: 718-349-4003

The Renaissance School — E/M/H 49
35-55 81st Street
Jackson Heights
Phone: 718-803-0060
Fax: 718-803-3785

Robert F. Kennedy Community High School — H 48
75-40 Parsons Blvd.
Flushing
Phone: 718-969-5510
Fax: 718-969-5524

Robert F. Wagner, Jr. Institute for Arts & Technology — M/H 50
47-07 30th Place
Long Island City
Phone: 718-472-5671
Fax: 718-472-9117

BEST COPY AVAILABLE

Small School Networks

NYNSR's small schools network with each other, sharing ideas and support, and working together on common priorities such as professional development, curriculum, use of technology, assessment and accountability. Some networks are established groups with regular meetings and collaborative activities, the majority involving three to eight schools. Other networks are informal, with schools coming together as needed to address a specific interest or concern that is better addressed in a group than by in isolation. The following are networks that have been active:

ACORN Network

Alternative Assessment Network

Bronx Manhattan Queens Middle School Network

Bronx Schools and CPESS Network

Brooklyn Exploratory Network

Brooklyn Middle School Network

Campus Schools Network

Core Knowledge Elementary Network

District 3 Network

District 4 Network

Dual Language Network

Empowerment Zone Network

Family Network

High School Network

Inclusion Network

Interboro Network for School Renewal

International High Schools Partnership

Julia Richman Coalition Campus School Complex Network

K-12 Learning Laboratory Network

Kings and Queens Collaborative

Latino Network

Literacy Network

Lower East Side Network

Middle School Network

Network for Collaborative School Reform

New Brooklyn Network

New Visions Network

New York Performance Standards Consortium

O. Henry Learning Center Network

RECPE Network

NYNSR'S Sponsoring Partners

ACORN (The New York Association of Community Organizations for Reform Now).
Gwendolyn, Jacobs, President, NY ACORN Executive Board
Bertha Lewis, Head Organizer, Brooklyn ACORN

ACORN is a grassroots community organization governed by its membership of over 22,000 low to moderate income families. Beginning with campaigns to improve specific schools, ACORN members' education work has mainly been: 1) to develop small autonomous public schools which are characterized by high educational standards, social change/community organizing activities, and curriculum themes, democratic governance, and strong parent/community involvement); 2) to wage citywide campaigns around equity and access issues as documented in ACORN's Secret Apartheid I, II, and III reports, as well as around issues of school overcrowding, inadequate facilities, and systemic reform.

CENTER FOR COLLABORATIVE EDUCATION (CCE)
Priscilla Ellington/
Heather Lewis,
Co-Executive Directors

CCE is a network of New York City public schools, working in cooperation with the Coalition of Essential Schools (CES). CCE's work is built on the successful practices of its members' schools and is based on the belief that schools serve children best when parents, students and educators collaborate to build student-centered communities. The success of schools in creating learning environments that can achieve such goals is based on a shared set of twelve principles. The CCE network of schools share their knowledge and practice in an ongoing exchange with schools and districts working for education reform. Thus, the members' schools both drive the agenda for education reform and provide the key resources for supporting school change. CCE is the conduit for this school-led effort.

CENTER FOR EDUCATIONAL INNOVATION (CEI)
Sy Fliegel, President
Cole Genn, Annenberg Senior Fellow

CEI, now an independent nonprofit organization, was established in 1989 as part of The Manhattan Institute. CEI is a premier force in revitalizing public education. The CEI actively encourages and develops public schools as communities of learning. CEI's mission is to transform public education in America by shifting accountability from centralized bureaucracies to local schools and by creating systems of school choice for communities. Our hands-on work empowers teachers, parents, students and community organizations to work together to design innovative schools characterized by entrepreneurial leadership and high academic achievement. With more than 120 years of combined experience as teachers, principals and school superintendents, CEI's staff of Senior Fellows provides leadership to dozens of schools and school districts in New York City and inspires others around the country to follow their lead.

NEW VISIONS FOR PUBLIC SCHOOLS
Beth J. Lief, President & CEO
Arthur Foresta, Vice President

New Visions for Public Schools works with the New York City school system, the private sector and the community to mobilize resources and develop programs and policies that lead to significant, lasting improvement in the achievement of all children. New Visions and its partners take the most direct route to change by working in the classroom, where learning happens, to shape programs that address the needs of educators, students and parents. New Visions is assisting educators to prepare for the higher academic standards adopted by the city and state. New Visions also helps to provide up-to-date books and technology, working libraries, intimate and rigorous learning environments in small schools, and opportunities for educators to learn and grow professionally.

Support for NYNSR

Private Funders

The Annenberg Foundation initiated NYNSR in 1994-1995 with a five-year, $25 million Annenberg Challenge grant that was matched by private contributors. It was also matched by New York City Board of Education.

In addition to the Annenberg Foundation, NYNSR acknowledges the generous support of the following private funders:

Time Warner, Inc.
Aaron Diamond Foundation
Charles Hayden Foundation
Ford Foundation
The Chase Manhattan Foundation
Carnegie Corporation of New York
Stella and Charles Guttman Foundation
Viacom Inc.
Nippon Steel U.S.A., Inc.

Community Support

Many others have directly supported NYNSR schools and programs with funding, time, resources, dedication and commitment. Too numerous to name, these supporters include cultural institutions, such as museums and performing arts organizations, colleges and universities, community organizations, corporations and local businesses, labor unions, health and service providers, and professional associations. Through their help, NYNSR's small schools have been able to develop and sustain the diversity, vitality and effectiveness that characterize them.

Consultative Council

Richard I. Beattie, Chairman, Executive Committee
Simpson, Thacher & Bartlett

Amalia Betanzos,
President & CEO
Wildcat Service Corporation

Linda Bradley, Parent
Rockaway New School

Lillian Castro, Director of Administration
Educators for Social Responsibility

Emelda Cathcart, Director
Corporate Contributions
Time Warner, Inc.

Edward Costikyan, Counsel
Paul Weiss, Rifkind, Wharton & Garrison

Rudolph F. Crew,
Schools Chancellor**
NYC Board of Education

Peter Davidson, President
Latin Communications Group, Inc.

Louis Delgado, Co-Director
Vanguard High School

Raymond Delmanico, Executive Director
Public Education Association

Hazel DuBois, Dean
The Renaissance School

Priscilla Ellington/Heather Lewis,
Co-Executive Directors
Center for Collaborative Education

Edith Everett, Trustee
City University of New York

Sy Fliegel, President
Center for Educational Innovation

Carol Foresta, Principal
Bread & Roses High School for Integrated Arts

Luis Garden Acosta,
President & CEO
El Puente

Martha Graham, Vice President
Manager of Public Education Initiatives
Chase Manhattan Bank

Jacqueline Huey
Asian Americans for Equality

Lupe Ivery, Member
ACORN Education Committee

Gwendolyn Jacobs, President
NY ACORN Executive Board

Gail Kipper-Horch, Director
Manhattan East

Beth J. Lief, President & CEO
New Visions for Public Schools

Eduardo LaGuerre, Executive Director*
Neighborhood Association for Inter-Cultural Affairs

Bertha Lewis, Head Organizer
Brooklyn ACORN

Olivia Lynch, Director
School for Academic & Athletic Excellence

Vincent McGee,
Executive Director
Irene Diamond Foundation

Leslie Moore, Principal
Educational Complex at JHS 99

Yolanda Moses, President
City College
City University of New York

Judith Rizzo
Deputy Chancellor for Instruction
NYC Board of Education

Peter Rose, President
Clearpool, Inc.

Ninfa Segarra**
Deputy Mayor for Education and Human Services
City of New York

David Seinfeld, Principal*
Robert F. Kennedy Community High School

David Sherman, Vice President**
United Federation of Teachers

Santiago Taveras, Director
Banana Kelly School of Learning Through Community Building

William C. Thompson, Jr.,
President**
NYC Board of Education

Carmen Vega-Rivera,
Executive Director
East Harlem Tutorial Program

Dennis Walcott, President & CEO
New York Urban League

* Co-Chairs
** NYNSR Steering Committee
(As of 1/99)

"They [NYNSR schools] are teaching us a great deal about what works in public education and what doesn't, and we're using them as models for other schools. These schools are helping to revitalize public education in New York City."

David Sherman, Vice President, UFT

NEW YORK NETWORKS FOR SCHOOL RENEWAL

Fact Sheet

New York Networks for School Renewal (NYNSR) is a five-year, collaborative project begun in 1995 as part of the Annenberg Foundation's Challenge to revitalize American public schools. The Annenberg Challenge is a public-private partnership serving over 1.3 million urban and rural students in more than 30 states. The Challenge involves 2,300 schools, including about 50 charter schools.

As part of the Annenberg Challenge, New York Networks shows that small, personal environments offer opportunity for quality education and high achievement for all students. It is increasing the number of small public schools, especially in low-income areas. NYNSR works to spread effective educational practices throughout the school system and advocates that accountability and authority rest with those closest to the students to ensure success.

Four organizations with years of experience in public education reform collaborate in NYNSR: ACORN (Association of Community Organizations for Reform Now), the Center for Collaborative Education (CCE), the Center for Educational Innovation (CEI), and New Visions for Public Schools.

Schools and Students:

- **NYNSR Schools:** Beginning with 80 "founding schools," NYNSR has created 60 additional new public schools and programs, many in low-income areas. These 140 schools serve more than 50,000 throughout the New York City.

- **Who are Served:** NYNSR schools serve more African-American and Latino students, as well as more poor students than other NYC public schools.

- **English Language Learners:** NYNSR has increased the use of dual language and other models for educating English language learners, as seen in the International Middle School at Ditmas Educational Complex in Brooklyn and the three high schools of the International High School Partnership Network in Queens, Manhattan and Brooklyn.

Results:

- **Reading:** In one year, between 1996 and 1997, the proportion of students attending NYNSR's "founding" schools reading at or above national average for grades 3-8 rose 5 percent.

- **Parents:** A survey of NYNSR parents found that more than 70% reported they were "satisfied" or "very satisfied" with aspects of their schools, including quality of teaching, what students learn and safety in the schools.

1573 Madison Avenue. Room 425, New York, NY 10029-3899
Tel: (212) 369-1288, Fax: (212) 369-0765, Website: www.nynetworks.org

- **"Holding Power":** NYU researchers found that 94% of all elementary and middle school students who began the 1995-1996 school year in a NYNSR school were still there in June, compared with 91% of students in all NYC schools who stayed the full year.

- **High Schools:** Data on the NYC Class of 1997 showed that NYNSR's academic high schools graduated 58% of their students with only 5% dropping out, according to NYU analysis. These rates compare with a 48% graduate rate and a 16% dropout rate for high schools citywide.

- **Cost:** NYU research found that because of their much higher graduation rates and lower dropout rates when compared with other NYC high schools, NYNSR's small high schools produced among the lowest cost per graduate in the NYC school system.

Impact on Policy:

- **Choice:** NYNSR's small schools have pushed the system to offer more choice for students and their families when selecting a school. To develop additional small schools, the NYC Board of Education created the Office of New School Development, adopting the process used to create NYNSR's schools.

- **Charters:** NYNSR's "charter-like" schools expanded the notion of community Involvement in the creation, governance and culture of schools. They represent the diversity, excellence and innovation the state envisioned in its charter school law. Five NYNSR schools were among the first public schools invited by Schools Chancellor Rudy Crew to explore conversion to charters.

- **Autonomy:** NYNSR long advocated school-based decision making and greater school autonomy. The Chancellor's performance-driven budgeting initiative now brings school budget decisions to the school level. The 1996 state education governance law empowers school leadership teams of parents and educators to make school decisions.

- **Redesign:** The redesign of large schools and low-perforance schools into smaller units, modeled by NYNSR, is now widely practiced throughout the system.

- **Teacher Union Flexibility:** The UFT and the Board of Education negotiated a change allowing school-based committees of small schools to select their own staff based on the school's educational goals. The option now offers similar flexibility to all schools.

New Teacher Program:

- **Support for New Teachers:** NYNSR has collaborated with the UFT, the Board of Education and Time Warner on the New Educator Support Team (NEST). NEST will enhance new teachers' skills and improve teacher retention through critical support during the first years of teaching, when as many as 30% of new teachers leave the profession.

Public/Private Partnership:

NYNSR is a public/private partnership that has matched the Annenberg Foundation's $25 million grant two to one with private and public funds. NYNSR directs over 87% of funds to supporting schools and school projects. The total cost of management, technical assistance and evaluation for NYNSR accounts for less than 12% of funding.

Available upon Request

NYNSR Newsletter. Please contact the NYNSR Office to be placed on the mailing list.

NYNSR Directory of Participating Schools.

"Who We Are; Students and Schools in the NYNSR Project, 1995-1996," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, July 1997.

"The Effects of Size of Student Body on School Costs and Performance in New York City High Schools," by Leanna Stiefel, Ph.D., Patrice Iatarola, Norm Fruchter and Robert Berne, Ph.D.; Robert F. Wagner Graduate School of Public Service and the Institute for Education and Social Policy, New York University, April 1998.

"The New York City Board of Education's Data Systems; An Initial Approach," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, April 1998. How student and school data are collected by the Board of Education and organized into reports made available to parents and the general public.

"A Look at the NYNSR Class of 1997," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, July, 1998

"A Mid-Term Report, 1998," New York Networks for School Renewal

"The New York Networks for School Renewal Parent and Guardian Survey," A report on the satisfaction of parents whose children attend the Annenberg Challenge's small public schools in New York City. A report of the NYNSR Research Collaborative, Community Service Society of New York, October 1998.

"Report on Participatory Research for the New York Networks for School Renewal/Annenberg Evaluation: 1997-98," by Nancy Barnes, Lang College, The New School for Social Research, October 1998. A report of the NYNSR Research Collaborative.

"What Questions are Teachers Asking? Reflecting on Practice IS Professional Development," by Nancy Barnes, Lang College, The New School for Social Research, October 1998. A report of the NYNSR Research Collaborative

"Progress Report: Outcomes Study, January 1999," a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, January 1999.

Participant Observation Study of El Puente Academy for Peace and Justice, by Pedro Pedraza and Melissa Rivera, Center for Puerto Rican Studies, Hunter College. A report of the NYNSR Research Collaborative, to be issued in 1999.

A Look at the NYNSR Class of 1998, a report of the NYNSR Research Collaborative, Institute for Education and Social Policy, New York University, to be issued in 1999.

Ongoing research about the NYNSR project is being conducted by the NYNSR Research Collaborative. The Research Collaborative includes the Institute for Education and Social Policy, New York University; the Center for Puerto Rican Studies at Hunter College; Lang College, The New School for Social Research; and the Community Service Society of New York. Reports by the NYNSR Research Collaborative will continue to be issued through 2001.

Please feel free to contact the NYNSR Office for further information or assistance.

Lucille Renwick, Director
New York Networks for School Renewal
1573 Madison Avenue, Room 425
New York, NY 10029-3899
Telephone: (212) 369-1288
Fax: (212) 360-0765
e-mail:
Lucille_Renwick@hotmail.com
nynsr@hotmail.com
www.nynetworks.org

Editor: Carol Boswell • Writer: Joan Libby • Ken Somma Design • Photographs courtesy of: The Beacon High School, Bread & Roses Integrated Arts High School, Central Park East Secondary School, Central Park East II and Educational Complex at IAS 99.

BEST COPY AVAILABLE

1573 Madison Avenue,
Room 425
New York, NY 10029-3899